

KINDERGARTEN /GRADE 1/GRADE 2

ELA GSE UNIT PLAN: _____ 9 WEEKS (1ST, 2ND, 3RD, OR 4TH)

Use your grade-level curriculum map to determine the reading and writing focuses of your unit and the numbers and types of assessments

READING FOCUS: LITERARY AND INFORMATIONAL (see curriculum map for order)

THEME:

PART 1 EXTENDED TEXT (4.5 WEEKS):

THEMATICALLY CONNECTED SHORT TEXTS (mixture of literary and informational):

- 1.
- 2.
- 3.

SUPPLEMENTARY MATERIAL:

PART 2 EXTENDED TEXT (4.5 WEEKS):

THEMATICALLY CONNECTED SHORT TEXTS (mixture of literary and informational):

- 1.
- 2.
- 3.

SUPPLEMENTARY MATERIAL:

PART 1 WRITING FOCUS (Narrative/Informational/Opinion (see curriculum map)

This prompt will be your assessment for the first 4.5 weeks:

PART 2 WRITING FOCUS (Narrative/Informational/Opinion (see curriculum map):

This prompt will be your assessment for the second 4.5 weeks:

Research Connections:

Routine Writing:

PLANS FOR ASSESSMENT 1: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL

PROMPT:

SKILL BUILDING TASKS

This unit is intended to meet the shared reading and writing workshop segments of a balanced literacy program. Reading foundation standards (RF), while reinforced in this unit, should be taught directly during daily guided reading and explicit phonics instruction.

ESSENTIAL QUESTION:

Task: _____

Standards:

Instruction:

ESSENTIAL QUESTION:

Task: _____

Standards:

Instruction:

ESSENTIAL QUESTION:

Task: _____

Standards:

Instruction:

ESSENTIAL QUESTION:

Task: _____

Standards:

Instruction:

ESSENTIAL QUESTION:

Task: _____

Standards:

Instruction:

ESSENTIAL QUESTION:

Task: _____

Standards:
Instruction:
ESSENTIAL QUESTION:
Task: _____
Standards:
Instruction:
ESSENTIAL QUESTION:
Task: _____
Standards:
Instruction:

PLANS FOR ASSESSMENT 2: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL
PROMPT:
SKILL BUILDING TASKS <i>Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.</i>
ESSENTIAL QUESTION:
Task: _____
Standards:
Instruction:
ESSENTIAL QUESTION:
Task: _____
Standards:
Instruction:
ESSENTIAL QUESTION:
Task: _____
Standards:
Instruction:

ESSENTIAL QUESTION:
Task: _____
Standards:
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ESSENTIAL QUESTION:
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ESSENTIAL QUESTION:
Task: _____
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Instruction:
ESSENTIAL QUESTION:
Task: _____
Standards:
Instruction:
ESSENTIAL QUESTION:
Task: _____
Standards:
Instruction:

PLANS FOR ASSESSMENT 3: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL
PROMPT:
SKILL BUILDING TASKS This unit is intended to meet the shared reading and writing workshop segments of a balanced literacy program. Reading foundation standards (RF), while reinforced in this unit, should be taught directly during daily guided reading and explicit phonics instruction.

ESSENTIAL QUESTION:
Task: _____
Standards:
Instruction:
ESSENTIAL QUESTION:
Task: _____
Standards:
Instruction:
ESSENTIAL QUESTION:
Task: _____
Standards:
Instruction:
ESSENTIAL QUESTION:
Task: _____
Standards:
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Task: _____
Standards:
Instruction:
ESSENTIAL QUESTION:
Task: _____
Standards:
Instruction:
ESSENTIAL QUESTION:
Task: _____
Standards:
Instruction:

Standards:
Instruction:
ESSENTIAL QUESTION:
Task: _____
Standards:
Instruction: